

385 ALIVE !

Capturing the beauty of the land in case it's mined



Using photography, art, and words



Competitions for students and adults

\$2000 in prize money

Photography workshops

Competition and details of workshops available at: kccg.com.au

385 ALIVE !



Using art, words and photography to celebrate and record the land and the people to be impacted by the proposed Kingaroy Coal Mine

Background:

A coal mine is planned for the area just south of Kingaroy in the Goodger / Coolabunia region.

It is scheduled for approval in 2018 and is located on Mineral Development Lease 385 (MDL 385)

Should the mine be approved, a vast area of beautiful farmland will be lost, natural habitat destroyed, families will be displaced, and the town of Kingaroy will overlook a coal mine instead of the Bunya Mountains.

In the event that the mine is approved, Kingaroy Concerned Citizens Group (KCCG) has undertaken to preserve and celebrate the natural and cultural history of the area by conducting an art and photography project. This initiative will involve artists and photographers capturing the last spring season before mining. The last wheat crop will be in the ground, and the last spring flowers in bloom. The project will also include the impact of the proposed coal rail line from Kingaroy and through Wondai, Murgon and Goomeri.

A workshop by renowned photographer Steve Parish will enhance the ability of local photographers and artists to express their story and values through the arts.

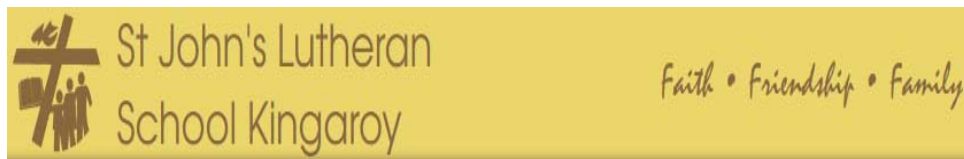
The project will conclude with a display of the work of all participants, announcement of the competition winners, and the compilation of selected pieces to be included in a publication that preserves and records the visual images, and the associated storylines.

Kingaroy Concerned Citizens Group (KCCG) is opposing this coal mine as it is very close to residential areas in and near Kingaroy, on valuable farm land, and threatens both the town water supply and underground water reserves.

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Primary Schools Section:

Sponsored by: **St John's Lutheran School**



Section	Schools Years P-6	Prize
1	The Collection: Use art or photography to record a collection all the things that we can eat or drink and are produced around 385. You may include suitable subtitles or paragraphs of explanation etc. Final item could be in the form of a poster (max. size A1) or a document suitable for display. Photos and art must be of products produced on 385 even if the photo of the product is not taken on 385.	\$35 , \$10, \$5
2	The Expression: Create an expression about the potential effects of the coal mine using a combination of words and illustrations (photos, drawings or paintings). This could be displayed as photo(s), a piece of art, an illustrated poem or paragraph, a poster, or a newspaper article. (max. size A1)	\$35 , \$10, \$5

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Secondary Schools Section

Sponsored by: **Swickers Kingaroy**

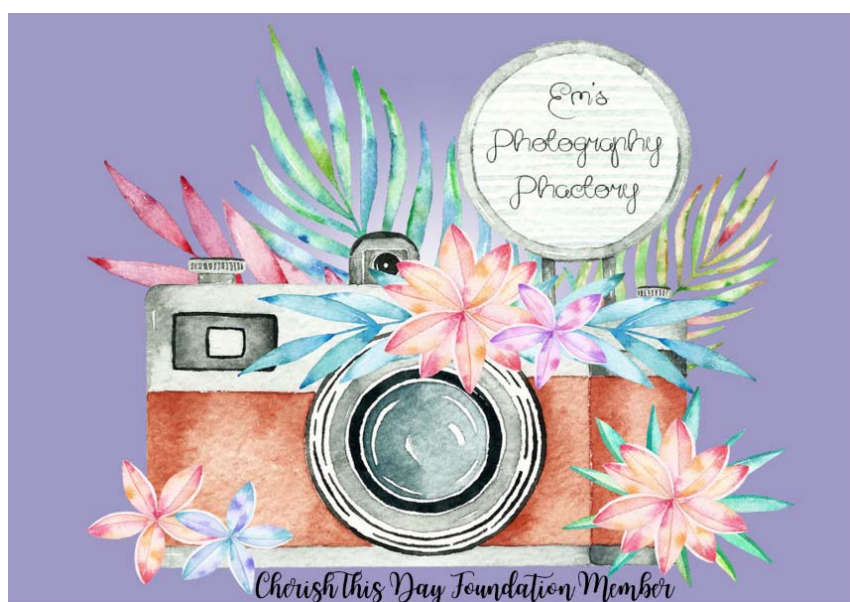


Section	Schools Years 7-12	Prize
3	The Preservation: Use art or photography to produce an image (or series of images) associated with MDL 385 that you wish to preserve for future generations. This could include landscapes, people and their homes, people at work, animals and flora etc. Include a paragraph to explain your work. (max. size A3 per single photo, max of 3 x A3 pages for a multiple page entry)	\$35 , \$10, \$5
4	The Expression: Create an expression about the potential effects of the coal mine on MDL 385 using a combination of words and illustrations (photos, drawings or paintings). This could be displayed as photo(s), a piece of art, an illustrated poem or paragraph, a poster, or a newspaper article. (max. size A3 per single photo, max of 3 x A3 pages for a multiple page entry)	\$35 , \$10, \$5
5	The Future: Use your skills in digital photography and Photoshop to imaginatively express a future that includes coal mining on MDL 385 and coal trains over farms and through towns. Present your work as a single photo or poster which may also include a small amount of supporting text. (max. size A3)	\$35 , \$10, \$5
6	The Performance: Digitally record a performance (poem, dance or song) that expresses your views about the proposed coal mine. (max. 4 mins on a usb)	\$35 , \$10, \$5
7	The Doco: Produce a short documentary style video that expresses your views about the proposed coal mine. (max. 4 mins on usb)	\$35 , \$10, \$5

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Open Photography

Sponsored by: **Em's Photography Phactory**



• Weddings
• Formals
• Events
• Promotions
• Portraits

0439888121
emma.tait@rocketmail.com
facebook.com/emspartographyphactory

Section	Photography: Open Section	Prize
8	Portrait of the people who will be impacted by the Kingaroy Coal Mine and the coal rail line. (max. size A3)	\$35 , \$10, \$5
9	Animals around MDL 385 (Farm Animals, Birdlife, insects, mammals, koalas etc.) (max. size A3)	\$35 , \$10, \$5
10	Plant life of MDL 385 (max. size A3)	\$35 , \$10, \$5

385 ALIVE !

Open Photography

Sponsored by: **Kingaroy Observatory**



11	Landscapes around MDL 385 (max. size A3)	\$35 , \$10, \$5
12	The Skies of MDL 385 (Astronomy, clouds, sunrise and sunsets etc) (max. size A3)	\$35 , \$10, \$5
13	Create an expression about the effects of the coal mine using a combination of words and photos (e.g. an illustrated poem, a poster, a newspaper article or feature article, a photo-shopped image) (max. size A3 per single photo, max of 3 x A3 pages for a multiple page entry)	\$35 , \$10, \$5

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Open Art

Sponsored by: **S and J Reeves**



14	Portrait of the people who will be impacted by the Kingaroy Coal Mine and the coal rail line.	\$35 , \$10, \$5
15	Animals around MDL 385 (Farm Animals, Birdlife, insects, mammals, koalas etc.)	\$35 , \$10, \$5
16	Plant life of MDL 385	\$35 , \$10, \$5

385 ALIVE !

Open Art

Sponsored by: **Kingaroy Observatory**



17	Landscapes around MDL 385	\$35 , \$10, \$5
18	The Skies of MDL 385 (Astronomy, clouds, sunrise and sunsets etc)	\$35 , \$10, \$5
19	Create an expression about the effects of the coal mine using a combination of words and art (e.g. an illustrated poem, a poster, a newspaper article or feature article)	\$35 , \$10, \$5

385 ALIVE !

Various Art Form Section

Sponsored by: **Bethany Cottages**



	Other Art Forms	Prize
20	The Performance: Digitally record a performance (poem, dance or song) that expresses your views about the proposed coal mine. (max. 4 mins on a usb).	\$35 , \$10, \$5
21	The Doco: Produce a short documentary style video that expresses your views about the proposed coal mine. (max. 4 mins on usb)	\$35 , \$10, \$5
22	Indigenous Art: The mine site is a part of Wakka Wakka land, and contains many native animals (esp. koalas) and sites of significance. Express the loss of this land to a mine site using indigenous art forms. (All entrants in this section must be indigenous artists)	\$35 , \$10, \$5

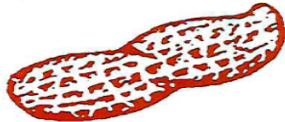
385 ALIVE !

Feature Prize Section

Jointly sponsored by:

G. Crumpton and Sons & Peanut Company of Australia

G. Crumpton & Sons



Kingaroy



23	Feature Photography Prize Use a single exposure photograph to express the impact of the mine. The image must use minimal editing. It should be displayed as an A3 size print or larger.	\$500
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Feature Prize Section

Sponsored by:

Kingaroy Concerned Citizens Group



24	Feature Art Prize Use a single sketch or painting to express a chosen aspect of the impact of the Kingaroy Coal Mine.	\$500
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Conditions of the Competition

1. **Entry in all sections is free.**
2. Multiple entries in a section are permitted.
3. All entries in 385 ALIVE are considered eligible for the Feature Prize (sections 23 and 24), although nomination for sections 23 and 24 alone is permissible.
4. All entries must relate to the impact of the mine. This may include in and around the mine site, and also the rail trail (and coal train line) through South Burnett towns.
5. All entries must be the work of the entrant and no one else. This includes editing of photographs and other associated digital technology.
6. The name of the entrant must not be displayed on the face of the entry.
7. The 385 Alive Entry Form must be securely adhered to the back of each entry.
8. Entries in the purely digital form (sections 6, 7, 20, 21) must be on a usb (one entry per usb). The usb must be submitted in an envelope, which has the 385 ALIVE entry Form details completed on the front. The usb must contain just one file being the contestant's entry, such as a video of a performance. This file should be named: section, name, phone (e.g. 20, James Ballard, 0400612747)
9. The nomination sheet with entrant details will be displayed in a visible manner only after judging.
10. The title and any brief associated supporting text may be displayed on the front of an entry.
11. To facilitate display, all **photos, posters or documents** must be backed by a material such as cardboard that exceeds the photo or art work by a minimum of 20mm.
12. Framed photos must have a stand to facilitate free standing.
13. To facilitate display, **all art works** (sketches and paintings) must be backed by a material such as cardboard that exceeds the art work by a minimum of 20mm.
14. Framed art works must have a stand to facilitate free standing.
15. **All entries to be submitted between Monday 4th September and Friday 15th September 2017. They are to be delivered to the office of Saint Mary's Catholic College between the hours of 8-00am and 4-00pm.**
16. Copyright is retained by the entrant.
17. Entries in 385 Alive will not be used for commercial purposes.
18. The entry may be used by KCCG during its campaign against the coal mine proposal, and could include display on its website, included in its publications, and included for publication in media releases.
19. The judges' decision is final and cannot be contested.
20. **All winning entries** produced in digital form must submit their work by email to kingaroyccg@gmail.com within one week of the announcement of winning entries. This is to allow the winning entries to be displayed in the 385 Alive Gallery at kccg.com.au
21. **Winning Art works** should be photographed by the entrant and sent to kingaroyccg@gmail.com within one week of the competition. This is to allow the winning entries to be displayed in the 385 Alive Gallery at kccg.com.au. These may also be photographed by KCCG at the exhibition of work and used for non-commercial purposes and display in the 385 Alive Gallery at kccg.com.au.
22. **Entries may be removed from display and taken home only after the conclusion of the awards ceremony.**

23. Entries not removed on the night of the Awards Ceremony can be collected from Saint Mary's Catholic College between the hours of 9-00am and 4-00pm from Tuesday 3rd October to Friday 13th October 2017.

385 Alive Entry Form (To be securely attached to the back of all entries, and / or attached to all usb envelopes)	
Section	
Name	
Address	
Contact Phone Number:	
Email Address:	
Declaration:	All work is the product of the competition contestant: Signature: Date:

THE ART OF SEEING PHOTOGRAPHS



A Photography Workshop for Students (aged 12-18) with Master Photographer

Steve Parish

Saint Mary's Catholic College (Kent St Kingaroy)

August 4th 2017 12-00pm to 3-00pm

This workshop explores how our state of mind affects not just what we see but also how we feel. It deals with weather, and light quality, the management of lightness, darkness, softness and sharpness. When combined with creative elements like the pattern, texture, light, line, space, form and viewpoint it provides photographers with opportunities for creating images which command attention in what is a visually busy world.

Join Steve Parish, and learn to see the world through his eyes. We kick off with an indoor screen session making sure everyone is confident to apply Steve's setting on their own camera. Then we explore the world around the school yard and discover that artistic elements exist everywhere we look! You'll be stunned by the beauty that Steve will help you find in the humblest things.

You need only basic experience with your camera, even a mobile phone will be fine. Steve will have all his super cameras for you to explore.

This workshop proudly sponsored by: Arts Qld through the Regional Arts Development Fund (RADF)



Booking: Bookings co-ordinated through school of attendance. School will send a request to attend to kingaroyccg@gmail.com (name, school, address, email, phone number) **Cost:** \$10 per student to be paid at the door.



385 ALIVE !



An Evening with

Steve Parish

(Photographer, Author, Naturalist and Publisher).

Saint Mary's Catholic College (Kent St Kingaroy)

August 4th 2017 7-00pm to 8-30pm



Steve is a passionate speaker and one of the few Australian photographers who can look back over fifty-five years of photography working across a vast range of social and natural history subjects. Since the age of sixteen, he has shared his work with the Australian community through thousands of publications, talks, exhibitions and public events.

During this inspiring evening, Steve will share his life behind the lens photographing Australia from where it began in waters off South Australia to today. Packed with stories, humour, and adventure that inspires a connection to nature in everyday life and in the importance of pursuing personal goals in life.

Nature connection and a creative life purpose have enabled Steve to positively manage a life-long struggle with depression. Steve is an ambassador for Bush Heritage Australia and the Mental Illness Fellowship of Queensland.

This is a keynote talk that suits a wide range of interest – travel, nature, nature connection, life enhancement, and photography.

This workshop proudly sponsored by: Arts Qld through the Regional Arts Development Fund (RADF)



Booking: Send booking request to kingaroyccg@gmail.com (name, address, email, phone number). Confirmation will occur by email shortly after request received. Numbers are limited by the venue.
Cost Admission free.



385 ALIVE !



Presents a Special One-Day Photographic Seminar

The Joy of Photographic Storytelling

Steve Parish

Saint Mary's Catholic College (Kent St Kingaroy)

August 5th 2017 9-00am to 5-00pm



- Explore creative photography in its many forms.
- Rekindle and or expand your passion for nature and photography.
- Enhance your career or life goals and creative objectives.
- Develops skills that will enhance how you share your passion with others through both the physical and digital worlds.
- Fully explore the world of art photography, expressing not just what you see but also what you feel!
- Receive exclusive seminar resources from Steve.
- Ample time for Q and A.
- This program is for participants with basic through to advanced skill levels.
- No camera or computer equipment is needed for this one-day event- bring a notebook, pen and lots of passion.

This workshop proudly sponsored by: Arts Qld through the Regional Arts Development Fund (RADF)



Booking: Send booking request to kingaroyccg@gmail.com (name, address, email, phone number). Confirmation will occur by email shortly after request received. Numbers are limited by the venue.

Cost: \$50 per person paid at the door.

Lunch, Morning Tea and Afternoon Tea provided.



385 ALIVE!



The residents under MDL 385 are opening their properties for artists and photographers preparing works for 385 ALIVE.

Open Farm Day on 385



Sunday August 13th 2017

9-00am to 10-30am	Damien and Neralie O'Sullivan	185 West Coolabunia Rd Kingaroy
10-30am to 12-00pm	John and Audrey Larsen	190 West Coolabunia Rd Kingaroy.
2-00pm to 5-00pm	John and Karyn Bjelke-Petersen	218 Peterson Dr Kingaroy



Above: MDL 385 Map



385 ALIVE!



Kingaroy Concerned Citizens Group invites you to

Photography and Art Exhibition & Awards Ceremony



1-00pm to 4-00pm: Exhibition of works open

4-00pm to 5-00pm: Presentation of Awards for 385 ALIVE competition

Sunday 1st October 2017

Saint Mary's Catholic College



10 Kent St, Kingaroy



SCHOOL AND TEACHER NOTES:

Students participating in *385 Alive* are likely to engage with the following ACARA curriculum elements.

HISTORY AND SOCIAL SCIENCES

PRE-YEAR 6 (HASS)

Prep:

The content in the geography sub-strand provides ways of developing students' understanding of **place, space** and **environment**. Students explore the place they live in and belong to, and learn to observe and describe its features, and why it is important to them. They explore their own special places, how they feel about them, what makes them special, and how they can care for them (place, environment). They learn that their place is also the place of Aboriginal or Torres Strait Islander Peoples (place). The idea of location is introduced through learning about representations on which places can be located and drawing story maps and creating models to show where familiar places and features are located (space).

Inquiry Questions

- What are places like?
- What makes a place special?
- How can we look after the places we live in?

The [representation](#) of the location of places and their features on simple maps and models ([ACHASSK014](#))

The places people live in and belong to, their familiar features and why they are important to people ([ACHASSK015](#))

The reasons why some places are special to people, and how they can be looked after ([ACHASSK017](#))

Year 1

Students learn about the natural, managed and constructed features of places and how these features provide evidence of change (place, environment, change). Students understand that important activities are located in places and explore where they are located, and why (space). They come to understand how places are cared for (environment).

Inquiry Questions

- What are the different features of places?
- How can we care for places?
- How have the features of places changed?

Year 2

Inquiry Questions

- What is a place?
- How are people connected to their place and other places?
- What factors affect my connection to places?

Year 3

Inquiry and Skills:

- Pose questions to investigate people, events, places and issues ([ACHASSI052](#))
- Draw simple conclusions based on analysis of information and [data](#) ([ACHASSI058](#))
- Interact with others with respect to share points of view ([ACHASSI059](#))

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions ([ACHASSI060](#))

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms ([ACHASSI061](#))

Year 4

Sustainability – the ongoing capacity of the environment to sustain human life and wellbeing. Students explore the features and functions of environments that support humans and other living things (environment, interconnection). They examine the use and management of resources and waste, and views about how to achieve sustainability (environment, interconnection, sustainability),

Inquiry Questions

- How does the environment support the lives of people and other living things?
- How do different views about the environment influence approaches to sustainability?
- How can people use environments more sustainably?

Year 5

The curriculum focuses on the factors that shape the characteristics of places. They explore how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places (change, environment, place, interconnection). Students examine the way spaces within places are organised and managed (space, place), and how people work to prevent, mitigate and prepare for natural hazards (environment, place).

Inquiry Questions

- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

Year 6

Inquiry and Skills:

Evaluate [evidence](#) to draw conclusions ([ACHASSI129](#))

Work in groups to generate responses to issues and challenges ([ACHASSI130](#))

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others ([ACHASSI131](#))

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects ([ACHASSI132](#))

THE ARTS: VISUAL ART & MEDIA ARTS

Prep to Year 2:

They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making.

In Media Arts, students:

- become aware of structure, intent, character and settings in ideas and stories
- explore ideas and learn about composition, sound and technologies to construct stories
- learn how their ideas can be communicated through selecting and organising the elements of media arts.

Explore ideas, characters and settings in the community through stories in images, sounds and text ([ACAMAM054](#))

Years 3 and 4

Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text ([ACAMAM058](#))

Use [media technologies](#) to create [time](#) and [space](#) through the manipulation of images, sounds and text to tell stories ([ACAMAM059](#))

Plan, create and present media artworks for specific purposes with awareness of responsible media practice ([ACAMAM060](#))

Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples ([ACAMAR061](#))

Years 5 and 6

Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, [story principles](#) and genre [conventions](#) in images, sounds and text ([ACAMAM062](#))

Develop skills with [media technologies](#) to shape [space](#), [time](#), [movement](#) and [lighting](#) within images, sounds and text ([ACAMAM063](#))

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice ([ACAMAM064](#))

Explain how the [elements of media arts](#) and [story principles](#) communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks ([ACAMAR065](#))

Years 7 and 8:

Experiment with the organisation of ideas to structure stories through media [conventions](#) and genres to create points of view in images, sounds and text ([ACAMAM066](#))

Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples ([ACAMAM067](#))

Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning ([ACAMAM068](#))

Plan, structure and design media artworks that engage audiences ([ACAMAM069](#))

Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues ([ACAMAM070](#))

Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences ([ACAMAR071](#))

Identify specific features and purposes of media artworks from contemporary and past times to explore [viewpoints](#) and enrich their media arts making, starting with Australian media artworks including of Aboriginal and Torres Strait Islander media artworks ([ACAMAR072](#))

Years 9 and 10

Experiment with ideas and stories that manipulate media [conventions](#) and genres to construct new and alternative points of view through images, sounds and text ([ACAMAM073](#))

Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples ([ACAMAM074](#))

Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and [style](#) ([ACAMAM075](#))

Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes ([ACAMAM076](#))

Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues ([ACAMAM077](#))

Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media [conventions](#), social beliefs and values for a range of audiences ([ACAMAR078](#))

Analyse a range of media artworks from contemporary and past times to explore differing [viewpoints](#) and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks ([ACAMAR079](#))

SCIENCE

Prep:

In Foundation, students observe and describe the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that seeking answers to questions they pose and making observations is a core part of science and use their senses to gather different types of information.

Living things have basic needs, including food and water ([ACSSU002](#))

Year 1:

In Year 1, students infer simple cause-and-effect relationships from their observations and experiences, and begin to link events and phenomena with observable effects and to ask questions. They observe changes that can be large or small and happen quickly or slowly. They explore the properties of familiar objects and phenomena, identifying similarities and differences.

Living things have a variety of external features ([ACSSU017](#))

Living things live in different places where their needs are met ([ACSSU211](#))

Year 2:

In Year 2, students observe patterns of growth and change in living things, and describe patterns and make predictions. They explore the use of resources from Earth and are introduced to the idea of the flow of matter when considering how water is used.

Living things grow, change and have offspring similar to themselves ([ACSSU030](#))

Year 3:

Students begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply.

Living things can be grouped on the basis of [observable](#) features and can be distinguished from non-living things ([ACSSU044](#))

Year 4:

students broaden their understanding of classification and form and function through an exploration of the properties of natural and processed materials. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles.

Living things have life cycles ([ACSSU072](#))

Year 5:

students are introduced to cause and effect relationships through an exploration of adaptations of living things and how this links to form and function. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours.

Living things have structural features and adaptations that help them to survive in their [environment](#) ([ACSSU043](#))

Year 6:

They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly, they see that the growth and survival of living things are dependent on matter and energy flows within a larger system.

The growth and survival of living things are affected by physical conditions of their [environment](#) ([ACSSU094](#))